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AUTHOR Richardson, Jim A.; And Others
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ABSTRACT

This guide presents a model curriculum for use in developing programs to meet the needs for paraprofessionals in the helping services. Five options are offered in the curriculum: Counselor Associate, Early Childhood Associate, Recreation Associate, Social Service Associate, and Teacher Associate. The curriculum is structured so that students may acquire basic skills and receive a diploma after one year and/or may continue for a second year in preparation for more advanced and responsible positions. The basic curriculum for any one of the five program options includes a three quarter required core of courses, followed by an additional three quarters of studies and practica in the area of specialization. The structured flexibility of the program allows the common core of courses to supply the educational experiences needed for all options at the diploma level. A higher degree of specialization, when pursued by the student, leads to the associate degree. The document reviews staffing and equipment needs of helping services programs, presents suggested course outlines and course descriptions, and lists organizations/information sources relevant to each of the program options and to employment opportunities. (JDS)

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EDUCATION ASSOCIATE

A SUGGESTED TWO-YEAR CURRICULUM

Developed by
State Advisory Committee

And

Jim A. Richardson

November, 1975

PROGRAM DEVELOPMENT
DEPARTMENT OF COMMUNITY COLLEGES
RALEIGH, NORTH CAROLINA

JC 760 681

FOREWORD

This Education Associate manual is designed for use in developing helping services programs in the North Carolina Community College System. The use of this manual along with the assistance of a local advisory committee will provide a strong foundation for planning and developing programs to prepare personnel for the helping services.

This publication provides information and assistance for administrators, instructors, advisory committees, and other community college personnel who may be interested in offering educational programs to prepare paraprofessionals. Flexibility is stressed throughout the manual so institutions may use it as a guide in developing programs to meet the local employment needs for paraprofessionals in the helping services field.

Using a core concept with five options for specialization, the Education Associate curriculum attempts to identify common objectives, goals, and principles which provide a common framework of knowledges, skills, and procedures which can be adopted by community colleges and technical institutes to meet the individual needs of local situations.

The objectives of this publication are:

To identify the commonalities found in the helping services fields and establish a sequence of learning experiences.

To provide a curriculum which will prepare students who wish immediate employment upon completion of a diploma or an associate degree program in one of the options offered in this manual. At the same time, this curriculum will help students develop educational habits that encourage continuing education either on the job or in further class studies.

To improve articulation between two-year community colleges and technical institutes by outlining typical curricula at the community college level that will allow for student transfer from one community college or technical institute to another and from one job to another.

To inform college, agency, civil service, and merit system administrators of the abilities of diploma and associate degree graduates and suggest that new job classifications be made to include such graduates.

Roger G. Worthington
Program Development Director

Ben E. Fountain, Jr., President
Department of Community Colleges

ACKNOWLEDGMENTS

The North Carolina Department of Community Colleges recognizes the valuable contributions made by many interested citizens in the North Carolina education and helping services fields. We are especially indebted to the North Carolina Education Associate Advisory Committee for its valuable assistance in developing this Education Associate manual which is to be used by institutions in the North Carolina Community College System. Acknowledgment is given to the following persons for their contributions:

Miss Linda Ashford
Wilkes Community College
Wilkesboro, North Carolina

Mrs. Jane Atkinson
Craven Community College
New Bern, North Carolina

Mrs. Grace Corey
Forsyth Technical Institute
Winston-Salem, North Carolina

Mrs. Brenda Dail
Research Information Center
Department of Public Instruction
Raleigh, North Carolina

Mrs. Glennis Finch
Pitt Technical Institute
Greenville, North Carolina

Mrs. Rebecca Hammill
Rowan Technical Institute
Salisbury, North Carolina

Mrs. Tina Howard
Wilkes Community College
Wilkesboro, North Carolina

Mr. Phil Martin
Tri-County Technical Institute
Murphy, North Carolina

Mrs. Jean Miles
Wilkes Community College
Wilkesboro, North Carolina

Ms. Nancy Moseley
Halifax County Technical Institute
Weldon, North Carolina

Mrs. Betty Randolph
Beaufort County Technical Institute
Washington, North Carolina

Mr. Brad Reynolds
Central Piedmont Community College
Charlotte, North Carolina

Mr. Wayne Ross
Montgomery Technical Institute
Troy, North Carolina

Mrs. Sandra Sebring
Stanly Technical Institute
Albemarle, North Carolina

Mr. Tom Slatton
Guilford Technical Institute
Jamestown, North Carolina

Mrs. Valarie Spruill
Craven Community College
New Bern, North Carolina

Miss Kaye Stallings
Montgomery Technical Institute
Troy, North Carolina

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Jim Richardson, former assistant director for community services and cultural arts of the North Carolina Department of Community Colleges, who coordinated the activities involved in the development of this publication; Bill Davis, director of life sciences, Wilkes Community College, Wilkesboro, North Carolina, who developed the overall curriculum structure and other materials including photographs that support the curriculum; L. H. Jobe for editorial assistance; Bill Pugh, graphic artist, for the cover; and Debbie Ray for final editing for publication.

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PROGRAM OVERVIEW

The 1970's can be called a time of acutely sharpened awareness of the need for humanizing, personalizing "helping services" professions. It is a time when equal opportunity for all is sought more eagerly, especially by those who have experienced economic, educational, or cultural disadvantage.

Professionals in the field are becoming convinced that the use of paraprofessionals as aides is an asset to their profession; in fact, as aides assume the more routine tasks they relieve the professional to do the more highly specialized work for which they are trained. As paraprofessionals gain entry into the fields of recreation, rehabilitation, social services, and public education, the demand for more highly trained personnel with skills and knowledge related to the field of education is essential. In order to meet these demands, training programs must be developed for the paraprofessional. It would be virtually impossible to offer specific training programs in all areas of helping services; therefore, a general program with individual specialization is needed. This type of program will allow the student to engage in general educational experiences that apply to the broad field of helping services while specializing in a particular field. The proposed educational program requires a six-quarter sequence of courses structured around a core of helping service courses coupled with a seminar practicum experience.

This structured flexibility will allow a common core of courses to supply the educational experiences needed for all options at the diploma level. A higher degree of specialization is offered at the associate degree level when students choose one option as a major.

SOCIETIES AND ASSOCIATIONS

Societies and associations are an important source for instructional materials and other benefits for teachers and students. Such societies, through their publications and meetings, provide reports and continuing discussions of new concepts, processes, techniques, and equipment in the field of education associate services.

Less conspicuous, but extremely important, is the support which societies and associations may give (1) in helping to develop evidence of need for a training program, (2) in helping to promote the program, (3) in enlisting members' support for the program, (4) in helping to provide work experience for students, and (5) in helping with the placement of graduates.

Associations and societies may supply resource people to discuss a particular topic with classes. They also may serve as hosts on field trips when student groups explore specific phases of the industry.

Instructors should be encouraged to become active members of these societies so they may learn quickly of new technological developments. Membership will also enable them to meet people in the community who are actively interested in the field.

Early in their studies, students should be required to become acquainted with the literature and services of professional associations and societies. They should also be encouraged to join those organizations which offer student affiliate memberships.

FACULTY

The effectiveness of an Education Associate curriculum depends largely upon the competence and enthusiasm of the teaching staff. It is desirable to have full-time instructors, chosen from the social service, education, recreation, and human service fields. Interdisciplinary faculty can strengthen the program or department, particularly if faculty are given enough time for sharing of objectives and concepts. If it is necessary to employ part-time staff, these persons should share in faculty meetings and in student advising.

The major responsibility of the faculty is to facilitate student learning. Faculty must teach so that relevant and viable educational experiences are achieved by all students. Also, the faculty must develop a curriculum to respond to student, community, and societal needs which incorporates a sequence of significant learning experiences. In addition, they should actively participate in the counseling of students and consulting with them concerning their program and career development. One of the faculty members should have the responsibility of coordinating field instruction, including a practicum seminar.

ADVISORY COMMITTEES AND SERVICES

The success of educational programs of this type depends, to a great extent, on the formal and informal support of advisory committees. When an institution decides to consider the advisability of initiating a particular educational program, the chief administrator with the approval of the trustees should appoint an advisory committee.

The special advisory committee for the Education Associate program should be comprised of representatives of educational, social service, recreation agencies, professional societies and associations in the field, and knowledgeable civic leaders who meet with and advise the institutional staff. Such members serve without pay as interested citizens. They enjoy no legal status, but provide invaluable assistance. The committee normally consists of about twelve members (but may vary from six to twenty) who generally serve for a one to two-year period. The head of the institution or the department head of the program usually is chairman.

LABORATORY EQUIPMENT

Laboratories and equipment for teaching in Education Associate programs must meet high standards of quality, since the objectives and the strength of the programs lie in providing valid laboratory experience--basic in nature, broad in variety, and intensive in practical experience.

Suggested equipment lists that support the courses in the curriculum may be obtained by writing the Program Development Division, Department of Community Colleges, Raleigh, North Carolina.

TEXTBOOKS, REFERENCES AND VISUAL AIDS

Textbooks, references, and visual aids for teaching Education Associate programs must constantly be reviewed and supplemented in light of (1) the rapid developments of new knowledge in the field, and (2) the results of research in methods of teaching and developing basic concepts in these curriculums. The impact of developments in education requires demanding current textbooks and teaching materials.

Departures from teaching the traditional college course in various subjects also are creating a need for new and different books and references. In many courses, it will be necessary for the instructor to develop his own teaching materials. It also may be necessary for students to read from many different sources in the library rather than to have one assigned text.

New textbooks will reflect new methods of teaching scientific principles and applications as fast as current educational research becomes applicable. It is, therefore, desirable that instructors constantly review new texts, references, and visual aid materials as they become available and adopt them when they are an improvement over those suggested here or those being used. Texts and references should be carefully selected before a department head or instructor undertakes a program in the Education Associate program or any course contained in the curriculum.

Visual aids can be of great help in many teaching programs. Due to the variety and extent of such aids, a list has not been included in this manual.

LIBRARY

The rapid changes in technology and scientific applications make it imperative that students in any field learn to use the library. Therefore, instruction for students in the Education Associate curriculum should be library oriented so that they will learn the use of the library and form the habit of using it as a learning tool. This helps to develop the professional attitude in the student and further assists him to depend on libraries as a means of keeping abreast of new developments in his field.

The teaching staff and the library staff should actively cooperate with one another The teaching staff must cooperate with the library staff on materials to be acquired and should be responsible for the final selection of the materials that support their courses. The staff must take the initiative in recommending new library content to keep it current, pertinent, and useful. The library should contain, in addition to reference books on all aspects of the Education Associate curriculum, current magazines pertaining to the helping services field and bulletins and information from associations and supporting agencies.

THE CURRICULA

PURPOSE OF THE PROGRAM

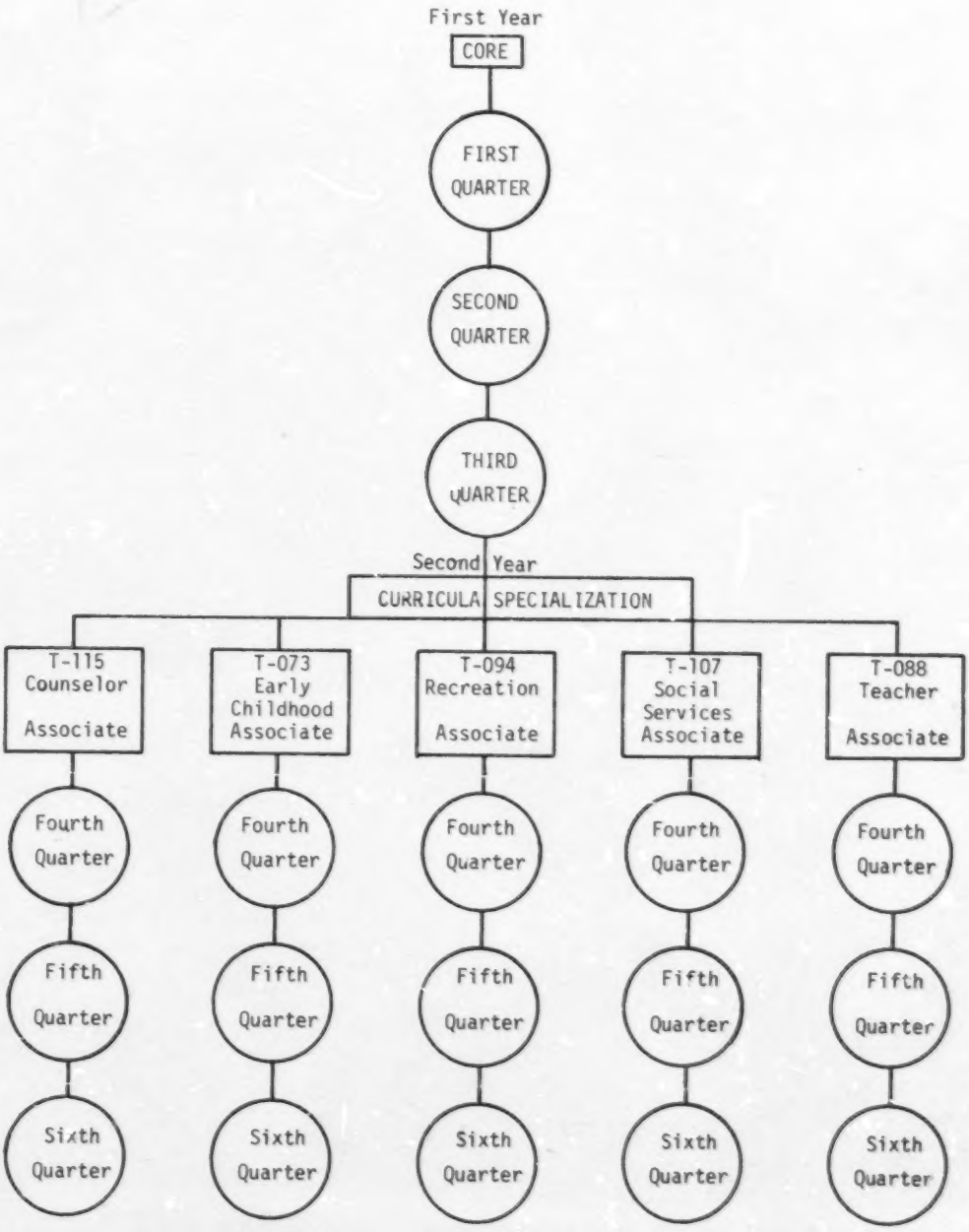
The increase in occupations stressing services to people has been one of the most recent changes in American employment patterns.

The broad occupational cluster of helping services is referred to as the human or social professions. The specific occupational category addressed in this manual pertains to the educational aspects of helping services and is referred to as the Education Associate Program. Therefore, the guide outlines a generic approach to those professions which have many common psychological and sociological educational experiences.

The Education Associate Program is structured so that students may exit or re-enter at two levels, depending upon their needs, interests, and ability. Students interested in acquiring the basic skills needed for competence in a given option may complete the first four quarters of the program and receive a diploma. Students who complete the second year of the program will be qualified after additional experience to enter more advanced positions which require greater responsibility and technical competence. Five options are offered in the program. These include: Counselor Associate, Early Childhood Associate, Recreation Associate, Social Service Associate, and Teacher Associate. Laboratory and experimental learning activities are to be planned, implemented, and coordinated with classroom work so that each experience yields maximum understanding and improves the skills of the student.

MATRIX OF CURRICULA PLAN

The Education Associate Program is designed with a common core of courses for the first three quarters. Each of the five curriculum options is designed as a full curriculum and is given a separate curriculum code. An institution may wish to implement one or any combination of the five options included; however, each curriculum offered must be approved by the State Board of Education.



SUGGESTED CURRICULUM BY QUARTERS

CORE

	Course Title	Hours Per Week		Quarter Hours Credit
FIRST QUARTER		Class	Lab.	
ENG 101	Grammar	3	0	3
PSY 115	Human Growth and Development	3	0	3
SOC 107	Introduction to Sociology	3	0	3
EDU 106	Seminar-Practicum	1	6	3
	Elective	3	0	3
		13	6	15
SECOND QUARTER				
ENG 102	Composition	3	0	3
PSY 116	Human Growth and Development	3	0	3
ECO 108	Consumer Economics	3	0	3
EDU 107	Seminar-Practicum	1	6	3
	Elective	3	0	3
		13	6	15
THIRD QUARTER				
ENG 103	Report Writing	3	0	3
PSY 117	Human Growth and Development	3	0	3
BUS 109	Business Mathematics	3	0	3
EDU 108	Seminar-Practicum	1	6	3
SOC 108	Community Resources	3	0	3
	Elective	3	0	3
		16	6	18

T-115 COUNSELOR ASSOCIATE

	Course Title	Hours Per Week Class	Lab.	Quarter Hours Credit
FOURTH QUARTER				
ENG 204	Oral Communication	3	0	3
SOC 212	Group Processes	3	0	3
EDU 225	Introduction to Student Services	3	0	3
EDU 222	Seminar-Practicum	1	6	3
PSY 112	Personality Development	3	0	3
	Elective	3	0	3
		16	6	18
FIFTH QUARTER				
HEA 105	Family, School, and Community Health	3	0	3
EDU 226	Administration and Interpretation of Tests	3	2	4
PSY 206	Applied Psychology	3	0	3
EDU 227	Educating the Minority Student	3	0	3
EDU 223	Seminar-Practicum	1	6	3
	Elective	3	0	3
		16	8	19
SIXTH QUARTER				
SOC 211	Marriage and Family	3	0	3
EDU 228	Techniques and Skills of Counseling	3	0	3
EDU 229	Career Information	3	0	3
EDU 224	Seminar-Practicum	1	6	3
	Elective	3	0	3
		13	6	15

T-073 EARLY CHILDHOOD ASSOCIATE

	Course Title	Hours Per Week		Quarter Hours
FOURTH QUARTER		Class	Lab.	Credit
ENG 204	Oral Communication	3	0	3
PSY 102	General Psychology	3	0	3
EDU 230	Preschool Education	3	2	4
EDU 231	Creative Activities	3	0	3
EDU 222	Seminar-Practicum	1	6	3
	Elective	3	0	3
		16	8	19
FIFTH QUARTER				
ENG 217	Children's Literature	3	0	3
EDU 204	Parent Education	3	0	3
EDU 233	Nutrition	3	0	3
EDU 223	Seminar-Practicum	1	6	3
	Elective	3	0	3
		13	6	15
SIXTH QUARTER				
SOC 211	Marriage and Family	3	0	3
EDU 232	Physical Activities for Children	3	0	3
HUM 123	Humanities for Children	3	0	3
EDU 203	Exceptional Child	3	0	3
EDU 224	Seminar-Practicum	1	6	3
		13	6	15

T-094 RECREATION ASSOCIATE

	Course Title	Hours Per Week		Quarter Hours
FOURTH QUARTER		Class	Lab.	Credit
ENG 204	Oral Communication	3	0	3
REC 201	Group Leadership	3	0	3
REC 202	Introduction to Recreation Services	3	0	3
REC 203	Program Planning and Organization	3	0	3
EDU 222	Seminar-Practicum	1	6	3
	Elective	3	0	3
		16	6	18
FIFTH QUARTER				
HEA 105	Family, School, and Community Health	3	0	3
REC 204	Outdoor Recreation	3	0	3
REC 205	Arts and Crafts	3	0	3
EDU 223	Seminar-Practicum	1	6	3
	Elective	3	0	3
		13	6	15
SIXTH QUARTER				
ART 106	Cultural Arts	3	0	3
REC 206	Water-Related Sports	3	0	3
REC 207	Individual Lifetime Recreation Activities	2	3	3
REC 208	Social Recreation	3	2	4
EDU 224	Seminar-Practicum	1	6	3
	Elective	3	0	3
		15	11	19

T-107 SOCIAL SERVICES ASSOCIATE

		Hours Per Week		Quarter Hours
FOURTH QUARTER		Class	Lab.	Credit
ENG 204	Oral Communication	3	0	3
SOC 215	Interpersonal Relationships and Communications	3	0	3
SOC 214	Problems and Issues in Social Services	3	0	3
SOC 216	Introduction to Social Services	3	0	3
EDU 222	Seminar-Practicum	1	6	3
		13	6	15
FIFTH QUARTER				
HEA 105	Family, School, and Community Health	3	0	3
PSY 206	Applied Psychology	3	0	3
EDU 227	Educating the Minority Student	3	0	3
EDU 223	Seminar-Practicum	1	6	3
REC 202	Introduction to Recreation Services	3	0	3
		13	6	15
SIXTH QUARTER				
SOC 211	Marriage and Family	3	0	3
EDU 224	Seminar-Practicum	1	6	3
SOC 218	Group Leadership and Social Change	3	0	3
SOC 217	Juvenile Delinquency	3	0	3
	Elective	3	0	3
		13	6	15

T-088 TEACHER ASSOCIATE

	Course Title	Hours Per Week		Quarter Hours
FOURTH QUARTER		Class	Lab.	Credit
ENG 204	Oral Communication	3	0	3
PSY 102	General Psychology	3	0	3
EDU 231	Creative Activities	3	0	3
PSY 112	Personality Development	3	0	3
EDU 222	Seminar-Practicum	1	6	3
	Elective	3	0	3
		16	6	18
FIFTH QUARTER				
HEA 105	Family, School, and Community Health	3	0	3
ENG 217	Children's Literature	3	0	3
EDU 227	Educating the Minority Student	3	0	3
EDU 223	Seminar-Practicum	1	6	3
EDU 204	Parent Education	3	0	3
	Elective	3	0	3
		16	6	18
SIXTH QUARTER				
SOC 211	Marriage and Family	3	0	3
EDU 234	Audiovisual Instruction	3	0	3
EDU 203	Exceptional Child	3	0	3
EDU 224	Seminar-Practicum	1	6	3
	Elective	3	0	3
		13	6	15

COURSE DESCRIPTIONS BY QUARTERS

	Hours Per Week		Quarter Hours
	Class	Lab.	Credit
ART 106 Cultural Arts	3	0	3

This course presents cultural arts as an integral part of a well-balanced recreation program. Singing, rhythms, and appreciation of music are included with emphasis on developing appreciation and promotion of music and art rather than mastering of performance skills. This course also focuses on drama and dance in the recreational setting and the fundamentals of locomotor movement before attempting to master individual dances.

BUS 109 Business Mathematics	3	0	3

This course was designed to provide a review of the fundamentals of arithmetic and their practical application to business problems in the processes of trading, operating, ownership, financing, investing, summarizing and analyzing. Topics covered include cash and trade discounts, markup, interest, taxes and pertinent uses of mathematics in business and industry.

ECO 108 Consumer Economics	3	0	3

This course is designed to help the student use his resources of time, energy, and money to get the most out of life. It gives the student an opportunity to build useful skills in buying, managing his finances, increasing his resources, and to understand better the economy in which he lives.

EDU 106, 107, 108, 222, 223, 224, Seminar-Practicum	1	6	3

The seminar practicum experience involves the student with learning processes in a variety of work settings. These experiences enable the student to gain exposure to different facets in a career field and to do specialized study in a given area. Through "learning by doing" the student may correlate his knowledge and skills to work situations.

EDU 203 Exceptional Child	3	0	3

The study of children with developmental variations. Consideration is given to recognition of problems, community resources, and selection of appropriate activities for the child with exceptional mental or physical development.

EDU 204 Parent Education	3	0	3

The study of ways to involve parents in a preschool center. Topics discussed include: the purposes and value of home visitation, and programs for parents including techniques of working with parents for the total development of the child.

EDU 225 Introduction to Student Services 3 0 3
This is a study of the personnel service programs of educational institutions, human service agencies, and industry. Emphasis will be placed on guidance and counseling programs, their purpose and philosophy. The organization and implementation of a personnel service program is also a part of this study. A practicum experience is closely correlated with classroom activities so that students may apply knowledge and skills to an actual on-the-job learning situation.

EDU 226 Administration and Interpretation of Tests 3 2 4
A study of the rationale for group and individual testing. This course includes the administration and the use of tests of intelligence, interest, and achievement in educational and career planning. A practicum experience is closely correlated with classroom activities so that the student may apply knowledge and skills to an on-the-job learning situation.

EDU 227 Educating the Minority Student 3 0 3
A study of minority groups, their characteristics, and problems of teaching and communicating with the disadvantaged minority student. Special attention is given to remedial programs designed for the culturally different student and/or educationally deprived student. A practicum experience is closely correlated with classroom activities so that the student may apply knowledge and skills to an on-the-job learning situation.

EDU 228 Techniques and Skills of Counseling 3 0 3
A study of the theories of counseling. Emphasis will be placed on the development of interpersonal skills necessary to communicate with people of different backgrounds and experiences. A practicum experience is closely correlated with classroom activities so that the student may apply knowledge and skills to an on-the-job learning situation.

EDU 229 Career Information 3 0 3
A study of the career and educational information available to aid the student in career decision-making. This includes a study of the world of work; sources of occupational information; the establishment of an educational occupational information library for the use of educational, occupational, and social information; and sociological and psychological factors which influence career planning. A practicum experience is closely correlated with classroom activities so that the student may apply knowledge and skills to an on-the-job learning situation.

EDU 230 Preschool Education 3 2 4
A study of principles and practices of early childhood education - the types of experiences and facilities which will promote optimal development of each child. Guidelines for identifying, planning, organizing, and implementing appropriate programs and facilities are derived through group discussion and individual projects. Field experience provides opportunities to observe children and programs in different preschool facilities.

EDU 231 Creative Activities 3 0 3
Individual and group exploration of activities and media for promoting optimal self expression, aesthetic appreciation, and creativity in young children.

EDU 232 Physical Activities for Children 3 0 3
An exploration of activities for promoting optimal overall physical development of young children, with special emphasis on body movements and exercise, dance, and games.

EDU 233 Nutrition 3 0 3
The study of basic nutrition, with emphasis on methods of helping young children and their families learn nutritional concepts for more healthful living.

EDU 234 Audiovisual Instruction 3 0 3
The scope of the course will include practical consideration involved in selecting, using and evaluating the use of educational media to be found in schools today. Experiences in the operation and proper care of audiovisual equipment and materials will be provided. The preparation of inexpensive, teacher-student made audiovisual material will also be stressed. Examples will be drawn from all subject fields and from all elementary levels of instruction.

ENG 101 Grammar 3 0 3
Designed to aid the student in the improvement of self-expression through writing. Emphasis is on grammar, diction, sentence structure, punctuation and spelling. It is intended to stimulate students in applying the basic principles of English grammar in their day-to-day situations.

ENG 102 Composition 3 0 3
English Composition is designed to aid the student in improvement of self-expression by means of practical application in business and technical writing. Emphasis is on writing sentences, paragraphs and compositions.

ENG 103 Report Writing 3 0 3
The fundamentals of English are utilized as a background for the organization and techniques of modern report writing. Exercises in developing typical reports, using writing techniques and graphic devices are completed by the students. Practical application in the preparation of a full-length report is required of each student at the end of the term. This report must relate to the student's specific curriculum.

ENG 204 Oral Communication 3 0 3
The principles, techniques, and practical applications of communicating the thoughts and personality through the voice and visible action of the individual to one or more persons for the purpose of achieving a previously determined response. Areas covered vary according to class needs, but, in general, include: basic concepts, nonverbal and verbal language, vocal usage, speech preparation (analyzing audience and occasion, determining purpose, selecting and narrowing subject, gathering and organizing material, wording, and practicing aloud), and effective listening.

ENG 217 Children's Literature 3 0 3
A study of children's literature which includes the history and the various types of literature appropriate for young children. Evaluation of modern writers, illustrators and books will be emphasized.

HEA 105 Family, School, and Community Health 3 0 3
This course is the study of factors which influence physical and mental health. Topics covered include first aid, accident prevention, drugs, alcohol, environmental factors hazardous to health and communicable diseases. Attention will be given to practices which will aid the individual in maintaining good physical and mental health.

HUM 123 Humanities for Children 3 0 3
This course emphasizes the study of experiences used to meet goals of early education in areas of socialization, intellectual competency, language, creativity, and aesthetic appreciation.

PSY 102 General Psychology 3 0 3
A study of the various fields of psychology, the developmental process, motivation, emotion, frustration and adjustment, mental health, attention and perception, and problems of group living. Attention is given to application of these topics to problems of study, self-understanding, and adjustment to the demands of society.

PSY 112 Personality Development 3 0 3
A study of the development of personality and its application to concepts on a self-determining system of beliefs, values, and behavior tendencies.

PSY 115 Human Growth and Development 3 0 3
A study of the psychological and biological factors that affect the mother and child during the prenatal period.

PSY 116 Human Growth and Development 3 0 3
The course deals with the physical, motor, and speech development from infancy to pre-adolescence.

PSY 117 Human Growth and Development 3 0 3
An examination of the emotional and social development from infancy to pre-adolescence.

PSY 206 Applied Psychology 3 0 3
This study of the principles of psychology will assist in the understanding of interpersonal relations on the job. Topics investigated will be motivation, emotions, employee selection, supervision, job satisfaction, and industrial conflicts. Attention will be given to personal and group dynamics in order that the student may learn to apply the principles of mental hygiene to his adjustment problems as a worker and a member of the community.

REC 201 Group Leadership 3 0 3

This is a study of factors which characterize various groups and the principles which promote leadership among and within the groups. Topics studied will include the leadership function, the leadership process, techniques of working with groups, supervision, and personnel practices and policies. Emphasis will be placed on development of leadership skills.

REC 202 Introduction to Recreation Services 3 0 3

This course is designed to introduce the student to the historical and philosophical foundations of leisure and recreation. The student will have an opportunity to develop concepts concerning recreation, the meaning of leisure and recreation, the socioeconomic movements which have affected the growth and development of recreation, the economic importance of recreation, the social institutions providing recreation services, and the types of areas and facilities used in recreation. Many and varied types of agencies which provide leisure services are presented and emphasis is placed on the institutions which serve the recreational needs of society. Opportunities will be provided to observe the recreation services of a number of agencies in operation. Field trips to local public recreation departments and to voluntary, private, and commercial recreational programs for the community will be scheduled to allow the student to associate theoretical concepts with practical experiences.

REC 203 Program Planning and Organization 3 0 3

The underlying principles for effective recreation programming are presented. An overview of the variety of program areas associated with recreation is discussed and attention is given to the recreational interests and needs of the participants. Major objectives of this course will be planning, organizing, and providing leadership for programs. Attention will be given to the optimal use of facilities and equipment.

REC 204 Outdoor Recreation 3 0 3

This course presents an overview of the scope and extent of outdoor recreation. The history and development of outdoor recreation and its relationship to conservation will be presented. Students will learn campcraft skills and techniques. Organized camping experiences will be planned and conducted to provide leadership experiences.

REC 205 Arts and Crafts 3 0 3

This course is designed to give the student maximum practical experience in creative craft projects and to provide the opportunity to master the techniques of teaching these projects to varying age groups in a number of recreational settings. The student will work with several types of art and craft projects which may include ceramics, metalwork, weaving, and woodwork.

REC 206 Water-Related Sports 3 0 3
This course is designed to acquaint the student with aquatic activities and their relationship to the recreation program. Participation is required in activities such as canoeing, angling, swimming, and diving. Some time will be devoted to the organization of aquatic programs as well as to the operation and maintenance of water areas.

REC 207 Individual Lifetime Recreation Activities 2 3 3
This course is designed to provide for group instruction and practical experience in archery, badminton, bowling, golf, and tennis. Emphasis will be on the planning and organization of these lifetime sports in a recreational setting. The student will actively participate in these activities in order to acquire skills, knowledge of the rules, and fundamental teaching techniques for individual sports.

REC 208 Social Recreation 3 2 4
This course is designed to present material and information necessary to adequately conduct social recreation in clubs, churches, camps, playgrounds, and recreation centers. The focus will be on acquainting students with planning, programming, and conducting social recreation activities. Opportunity for developing individual strengths will be provided by actually conducting social activities under supervision for an outside group.

SOC 107 Introduction to Sociology 3 0 3
This course involves a general survey of the field of sociology. It also examines major sociological concepts of the disciplines; differentiates sociology from other disciplines; and surveys such substantive topics as culture, personality, social stratification, institutions, community, social change, collective behavior, social problems, and other major areas of sociological concern.

SOC 108 Community Resources 3 0 3
A study of the resource and service agencies in the community that may be used as a supportive service to industry, education, and other human service institutions. A practicum experience is closely correlated with classroom activities so that students may apply knowledge and skills to an on-the-job learning situation.

SOC 211 Marriage and Family 3 0 3
This course is designed to aid the student in understanding marriage and family living. The student will study marriage and family relationships and the role families play in the development of children.

SOC 212 Group Processes 3 0 3
This course is an introduction to interpersonal concepts and problems of communication in interpersonal relationships. Emphasis is placed on the development of self-awareness through levels of communication. Exploration of one's attitudes, feelings, and past experiences are related to the interactions of the individual in society.

SOC 214 Problems and Issues in Social Services 3 0 3

This course identifies the problems, issues, and concerns to which social services are addressed. Emphasis is on the historical perspective of social welfare developments in the United States and current issues in today's social service delivery system.

SOC 215 Interpersonal Relationships and Communications 3 0 3

A basic course dealing with interpersonal and communication skills utilized in helping relationships. Examination is made of barriers which prohibit communication and hamper the helping process. The student will learn techniques of interviewing for specific purposes and acquire basic abilities in working with people.

SOC 216 Introduction to Social Services 3 0 3

This course is designed to introduce the student to those institutions, public and private, which perform designated social service functions in society. Agencies may include those whose primary function is financial assistance, corrections, mental health services, and child welfare services. Examination is made of social interventive methods utilized to solve social problems.

SOC 217 Juvenile Delinquency 3 0 3

This course examines the causes of juvenile delinquency and some theories and methods for prevention. Emphasis is placed on studying those agencies which perform services to juvenile delinquents and the treatment process used in the rehabilitation.

SOC 218 Group Leadership and Social Change 3 0 3

The content of this course examines membership and leadership of various kinds of groups and emphasizes the group process. Consideration will be given to goals and strategies of social change and the necessity for social change in relation to personal and social values.

ORGANIZATIONS AND POSSIBLE EMPLOYMENT OPPORTUNITIES

COUNSELOR ASSOCIATE

ORGANIZATIONS/INFORMATION SOURCES

American Personnel and Guidance Association
1607 New Hampshire Avenue, NW
Washington, D. C. 20009
(Professional society of guidance personnel workers in all educational levels)

International Association of Pupil Personnel Workers
1825 West Greenleaf Street
Allentown, Pa. 18104
(Professional society of school attendance and pupil personnel workers)

National Association for Mental Health
1790 Broadway Avenue
New York, N. Y. 10019

National Vocational Guidance Association, Inc.
1607 New Hampshire Avenue, NW
Washington, D. C. 20009
(Professional society of persons engaged in vocational and educational counseling and in student personnel work)

Bomar & Company, Inc. (Films)
622 Rodier Drive
Glendale, Cal. 91201

Career Information Services
New York Life Insurance Company
Box 51, Madison Square Station
New York, N. Y. 10010

Counseling and Personnel Services Information Center
University of Michigan
611 Church Street
Ann Arbor, Michigan 48104

Division of Pupil Personnel Services
N. C. Department of Public Instruction
Education Building
Raleigh, N. C. 27611

Guidance Associates (Filmstrips)
Harcourt, Brace & World
Pleasantville, N. Y. 10570

Kennedy, Emery and David Pritchard, et. al.
Support Personnel for the Counselor. Their Technical and Non-Technical Role and Preparation. A Statement of Policy. Final Draft.
American Personnel and Guidance Association (10/14/66)
1607 New Hampshire Avenue, NW
Washington, D. C. 20009

National Association for Mental Health
10 Columbus Circle
New York, N. Y. 10019

Personnel and Guidance Journal
1607 New Hampshire Avenue, NW
Washington, D. C. 20009
($20.00 annual for non-members of APGA)

The School Counselor
1607 New Hampshire Avenue, NW
Washington, D. C. 20009
($10.00 for non-members of APGA)

The Vocational Guidance Journal
1607 New Hampshire Avenue, NW
Washington, D. C. 20009
($8.00 annually)

POSSIBLE EMPLOYMENT OPPORTUNITIES

Counselor aides
Counselor assistants
Mental hygiene
Counselor associate in schools (public and private)
Industrial counselor
Employment Security Commission
Civil service
Prisons - Division of Social Rehabilitation and Control
Church-related

ORGANIZATIONS/INFORMATION SOURCES

American Association of Elementary-Kindergarten-Nursery Educators
(EKNE)
1201 Sixteenth Street, NW
Washington, D. C. 20036
(Professional society for elementary education workers)

Association for Childhood Education International
3615 Wisconsin Avenue, NW
Washington, D. C. 20016
(Association prompts good educational practices for children from infancy through early adolescence)

Child Study Association
132 E. 74th Street
New York, N. Y.

Get Set Day Care Program
219 N. Broad Street
Philadelphia, Pa. 19107
(Prekindergarten program to help disadvantaged 3 and 4-year old children)

National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington, D. C. 20009
(Offers professional guidance, leadership and consultation in the field of early childhood education)

Play Schools Association
129 West 57th Street
New York, N. Y. 10019

Division of Early Childhood Education
N. C. Department of Public Instruction
Education Building
Raleigh, N. C. 27611

ERIC Clearinghouse on Early Childhood Education
University of Illinois at Urbana-Champaign
805 W. Pennsylvania Avenue
Urbana, Ill. 61801

Head Start Program
Department of HEW
Washington, D. C. 20203

Office of Child Development
Department of HEW
200 6th Street, SW
Washington, D. C. 20201

Resources for Creative Preschool Teaching (Publication)
KAEYB Book Account
6041 Sunrise Road
Lincoln, Neb.

U. S. Department of HEW
Welfare Administration
Children's Bureau
Washington, D. C. 20202

Young Children
National Association for Education of Young Children
1834 Connecticut Avenue, NW
Washington, D. C. 20009
(Journal subscription-$10.00 for non-members)

POSSIBLE EMPLOYMENT OPPORTUNITIES

Day care center director
Day care center teacher
Day care center teacher-aide
Day care center administrative assistant
Day care center home-school coordinator
Day care center trainer of volunteers
Head start aide
Kindergarten aide
Day care worker
Head start worker
Pediatric mental hygiene worker
Institutions for exceptional children
Nurseries

ORGANIZATIONS/INFORMATION SOURCES

American Association for Health, Physical Education & Recreation
1201 16th Street, NW
Washington, D. C. 20036
(For students and educators in fields of physical education, dance, recreation, etc.)

Cooperative Recreation Service
Radnor Road
Delaware, Ohio 43105
(Collects and publishes folk songs and dances, recreation materials from all countries)

National Industrial Recreation Association
20 North Wacker Drive
Chicago, Ill. 60606
(Athletic and recreation directors for commercial and industrial firms)

National Recreation & Park Association
1700 Pennsylvania Avenue, NW
Washington, D. C. 20006

Outdoor Recreation Institute
5003 Wapakoneta
Washington, D. C. 20016
(Advances outdoor recreational interests at all levels; provides information service on recreational equipment)

Department of the Interior
Career Employment
National Park Service
"C" 18-19th Streets, NW
Washington, D. C. 20240

Horkheimer, Foley A., ed.
Educators Guide to Free Health, Physical Education and Recreation Materials
Randolph, Wisconsin: Educators Progress Service 1968.

Journal of Health, Physical Education and Recreation
AAHPER
1201 Sixteenth Street, NW
Washington, D. C. 20036
(For members of AAHPER-$25.00 annual dues)

North Carolina Department of National and Economic Resources
Box 27687
Raleigh, N. C. 27611

Therapeutic Recreation Information Center
Department of Recreation
University of Waterloo/Waterloo
Ontario, Canada

POSSIBLE EMPLOYMENT OPPORTUNITIES

State and National park systems
Municipal and county recreation facilities
Civic recreation facilities
Homes for the aged
Wildlife Resources Commission
Mental hospitals
Day care centers
Public schools
City recreation program
Industrial day care program
Prisons - Division of Social Rehabilitation and Control
Church-related
Private summer camps

SOCIAL SERVICES ASSOCIATE

ORGANIZATIONS/INFORMATION SOURCES

Family Service Association of America
44 East 22nd Street
New York, N. Y. 10010
(Federation of local agencies which provide casework and family counseling services)

National Association of Social Workers
2 Park Avenue
New York, N. Y. 10016

Council on Social Work Education
345 East 46th Street
New York, N. Y. 10017

Division of Social Services
State of North Carolina
Albemarle Building
Raleigh, N. C. 27611

A Guide to Service Agencies and Occupations
The John Day Company
257 Park Avenue, South
New York, N. Y. 10010
(Contains 145 entries, directed toward those interested in social service occupations; $10.95 cloth; $4.95 paperback)

National Commission for Social Work Careers
345 East 46th Street
New York, N. Y. 10017

National Institute for New Careers
New Careers Bibliography: Paraprofessionals in the Human Services
University Research Corporation
Washington, D. C.

Social Work
Journal of the National Association of Social Workers
49 Sheridan Avenue
Albany, N. Y. 12210
($20.00 annually)

POSSIBLE EMPLOYMENT OPPORTUNITIES

Community aide
Social Service aide

Social service associate
Mental health aide
Case assistant
Community organization worker
Neighborhood worker
Child care worker
Correction aide
Eligibility specialists
Homemaker
Rehabilitation aide
Sheltered workshop coordinator
Head start social services coordinator
Head start social worker
Medical social services worker
Correction worker
School social services assistant
Public health outreach worker
Gerentology assistant
Recreation worker

ORGANIZATIONS/INFORMATION SOURCES

American Federation of Teachers (Labor Union)
1012 14th Street, NW
Washington, D. C. 20005

Association of Classroom Teachers
Auxiliary Personnel Director
NEA
1201 Sixteenth Street, NW
Washington, D. C. 20036

Association of Teacher Educators
1201 Sixteenth Street, NW
Washington, D. C. 20036

National Commission on Teacher Education and Professional Standards
1201 Sixteenth Street, NW
Washington, D. C. 20036

National Education Association
1201 Sixteenth Street, NW
Washington, D. C. 20036

North Carolina Association of Educators
111 W. Morgan Street
P. O. Box 27347
Raleigh, N. C. 27611

Brotherson, Mary Lou and Mary Ann Johnson
Teacher Aide Handbook: A Guide for New Careers in Education
Danville, Ill.: Interstate Printers and Publishers, Inc.

Institute for the Development of Educational Activities, Inc. (I/D/E/A)
Information & Services Division
P. O. Box 446
Melbourne, Florida 32901
(A non-profit corporation engaged in educational improvement)

University Research Corporation
New Careers: Teacher Aide Trainee's Manual
Washington, D. C.: The Corporation, 1968

U. S. Department of HEW
Department of Education
Washington, D. C. 20202

POSSIBLE EMPLOYMENT OPPORTUNITIES

Teacher aides (public and private)
Assistant teachers
Administrative and clerical aides
Kindergarten aide
Day care worker
Educational secretary
Library aide
Media assistant
Playground supervisor
Counselor assistant
Instructional assistant
Technical assistant
Monitor

INFORMATION SOURCES

Bank Street College Publications
69 Bank Street
New York, N. Y. 10014

Bureau of Vocational Education
U. S. Office of Education
Washington, D. C. 20202

National Research Bureau, Inc.
221 N. LaSalle Street
Chicago, Ill. 60601
(Publishes pamphlets and posters regarding occupational self-help, inspiration, economics, etc. Catalog available upon request)

Research & Information Center
State Department of Public Instruction
581 Education Building
Raleigh, NC 27611
(A free information service for educators. Resources include the ERIC collection)

A list of publications on manpower, employment opportunities and related matters may be obtained by writing directly to the government sources listed below:

Manpower Administration
U. S. Department of Labor
Washington, D. C. 20210

Occupational Outlook Service
U. S. Department of Labor
Washington, D. C. 21212

Student Financial Aid Branch
Division of College and University Assistance
U. S. Office of Education
Washington, D. C. 20202

U. S. Atomic Energy Commission
Division of Nuclear Education and Training
Washington, D. C. 20504

U. S. Civil Service Commission
Washington, D. C. 20415

U. S. Department of Labor
Office of Information
Publications and Reports
Office of the Secretary
Washington, D. C. 20210

Women's Bureau
Wage and Labor Standards Administration
U. S. Department of Labor
Washington, D. C. 20210

Periodicals

American Vocational Journal
American Vocational Association, Inc.
1510 H Street, NW
Washington, D. C. 20005
(With membership of Association, or $8.00 annually)

Community & Junior College Journal
Publisher Services, Inc.
621 Duke Street
Alexandria, Va. 22314
($7.40 annually)

Community & Junior College News
Suite 1410
1 DuPont Circle, NW
Washington, D. C. 20036

Community College Review
Subscription Department
Box 5504
Raleigh, N. C. 27607

Junior College Journal
Publisher Services, Inc.
Alexandria, Va. 22314

Books

Educator's Purchasing Guide
1309 Cherry Street
Philadelphia, Pa. 19107

Fishman, Jacob R., et. al.
New Careers: A Manual of Organization and Development. A Source Book for Trainers
April 1968
University Research Corporation
Washington, D. C.

Films

"The Eye of the Beholder"
Stuart Reynolds Production, Ind.
9465 Wilshire Boulevard, Department 41
Beverly Hills, California 90212
25 min., 16 mm film, color or b/w-$300
(The film classic on perception and human relations for vocational education. Send for free 16 p. discussion leader's guide)

Coronet Instructional Films
Coronet Building
65 East S. Water Street
Chicago, Ill. 60601
(Request catalog)

Oxford Films
1136 N. Las Palmas Avenue
Los Angeles, Cal. 90038
(Request catalog)

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JUNIOR COLLEGES